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Fostering policy making in Open Education: The OER policy registry

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Fostering Policy Making in Open Education

The OER policy registry

ALT winter conference 2019

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#ALTc
#OEpolicies



From practices to policies

Leo's initial research idea was to investigate the purpose and value of OE Practices according to educators.

Further thinking about why educators might engage or not in open (or digital) practices pointed to importance of context - *see blog post: ['Of binaries and blends'](#)*.

So... What about institutions that actually have a successful policy to encourage and support OE? What does this look like, how does it work, can this be remixed and redistributed?

“A policy can generally be thought of as a statement of intent ... that describes a problem and broadly outlines how the problem will be addressed. There is no single agreed definition For example, the term ‘policy’ may refer to a proposal, outcome, formal or informal decision, bundle of legislation, or positions implicitly taken”.

Evans, M. C., & Cvitanovic, C. (2018). An introduction to achieving policy impact for early career researchers. Palgrave Communications, 4(1).<https://doi.org/10.1057/s41599-018-0144-2>

“Open education policies are **formal regulations** regarding support, funding, adoption, and use of Open Educational Resources (OER) and/or Open Educational Practices (OEP). Such policies are **designed to support the creation, adoption, and sharing of OER and the design and integration of OEP** into programs of study.” ([*7 Things You Should Know About... Open Education: Policy*](#))

“OER policies are **laws, rules and courses of action** that facilitate the creation, use or improvement of openly licensed content.” ([*Coolidge & Allen, “Advancing OER Through Effective Policy, 2017”*](#))

Nature and level of policy

The **nature** of a policy can be understood as **carrot, stick or sermon** (Bemelmans-Videc, Rist, & Vedung, 1998).

Supranational, national, and institutional **level** policies are attempting different kinds of interventions.

Also - do we need to think about policy as continuous **process** rather than frozen into a 'product'?

In this case what to do with such '**policy traces**' as we can find in the registry?

The OER word map

The OER World Map aims at be the platform that facilitates access to materials and knowledge to promote open educational practices, acting as a source of information for everyone interested in Open Education.

The OE Policy Registry

Aims at not only record the current policies in Open Education but to become the knowledge hub to support the wider OE community to develop OE policies

OE Policy Benchlearning

The methodology we use is benchlearning to support OE policy stakeholders to share their policies or policy plans, compare them with other documents, learn about the OE landscape and improve or update their existing policies

Institutions and policies

OE advocates have highlighted present and future benefits, leading to prominent **supranational policy interventions** (particularly from UNESCO).

These tend to call for increased engagement with OE by states, which should stimulate action at the level of institutions, systems and individual educators (see [*Fostering Openness in Education: Considerations for Sustainable Policymaking*](#)).

There are some national level initiatives.

Within institutions, some staff engage in forms of OEP, and some institutions have adopted policies around OE.

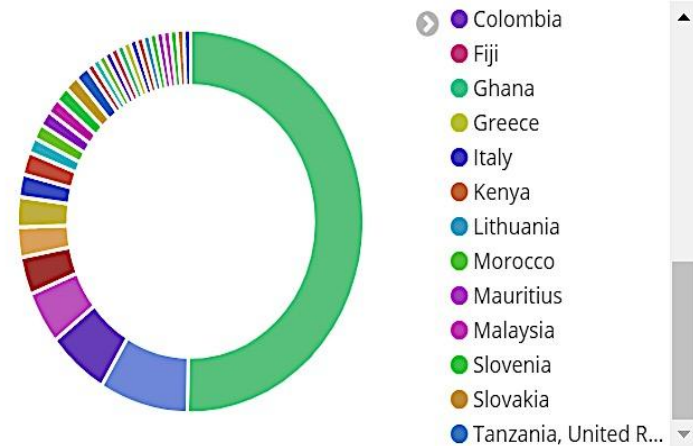
The OE policy registry landscape



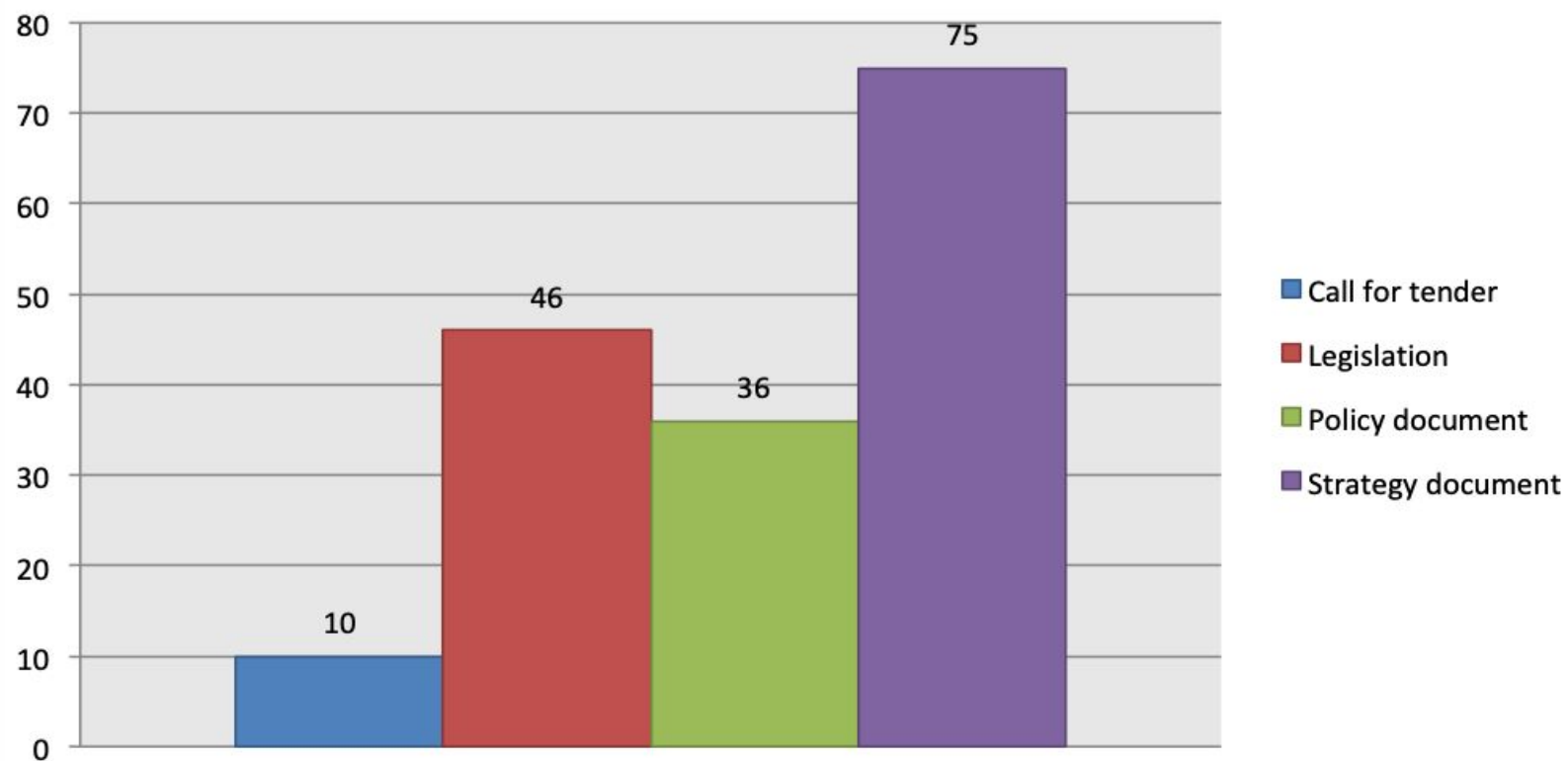
→ **170**
Policies



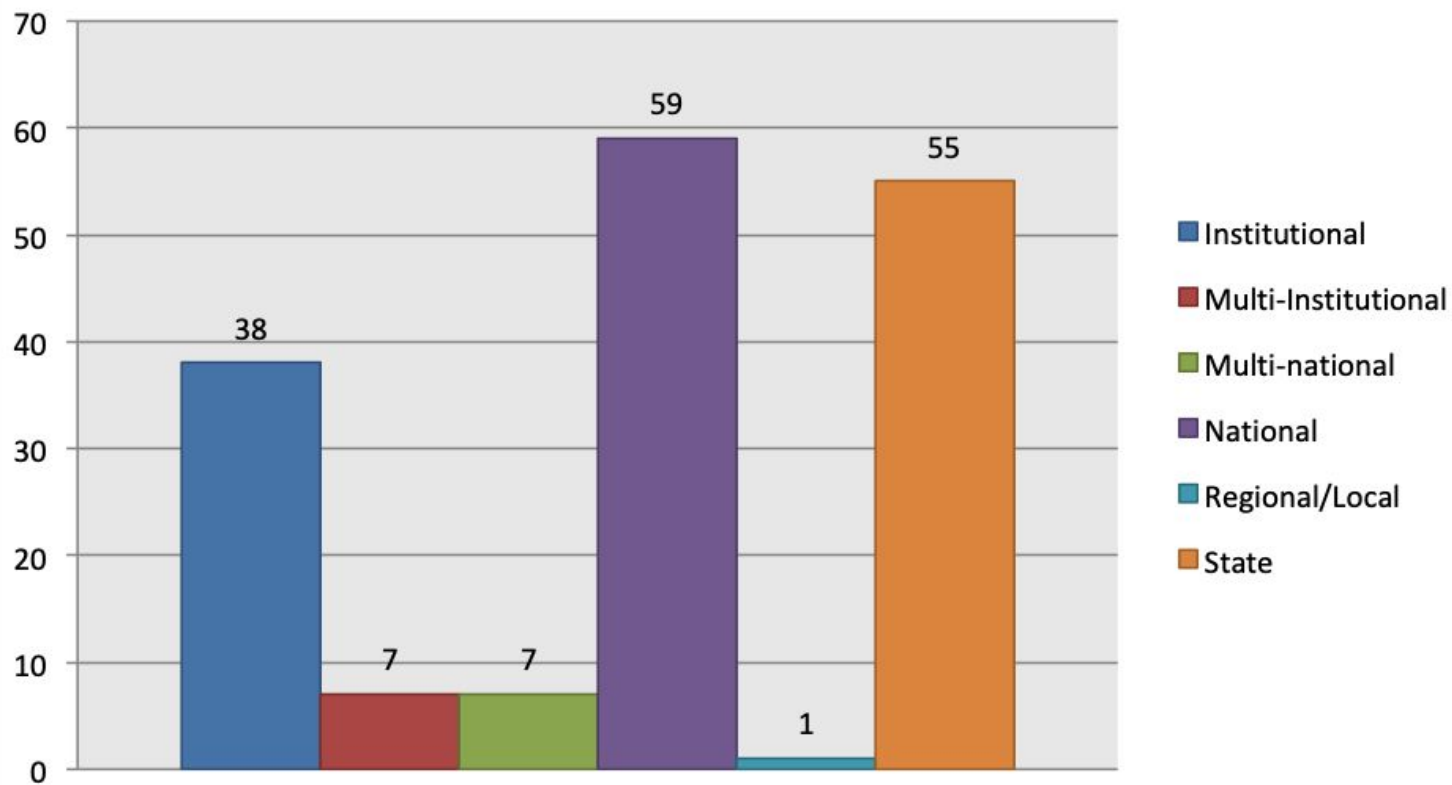
Policies by Country



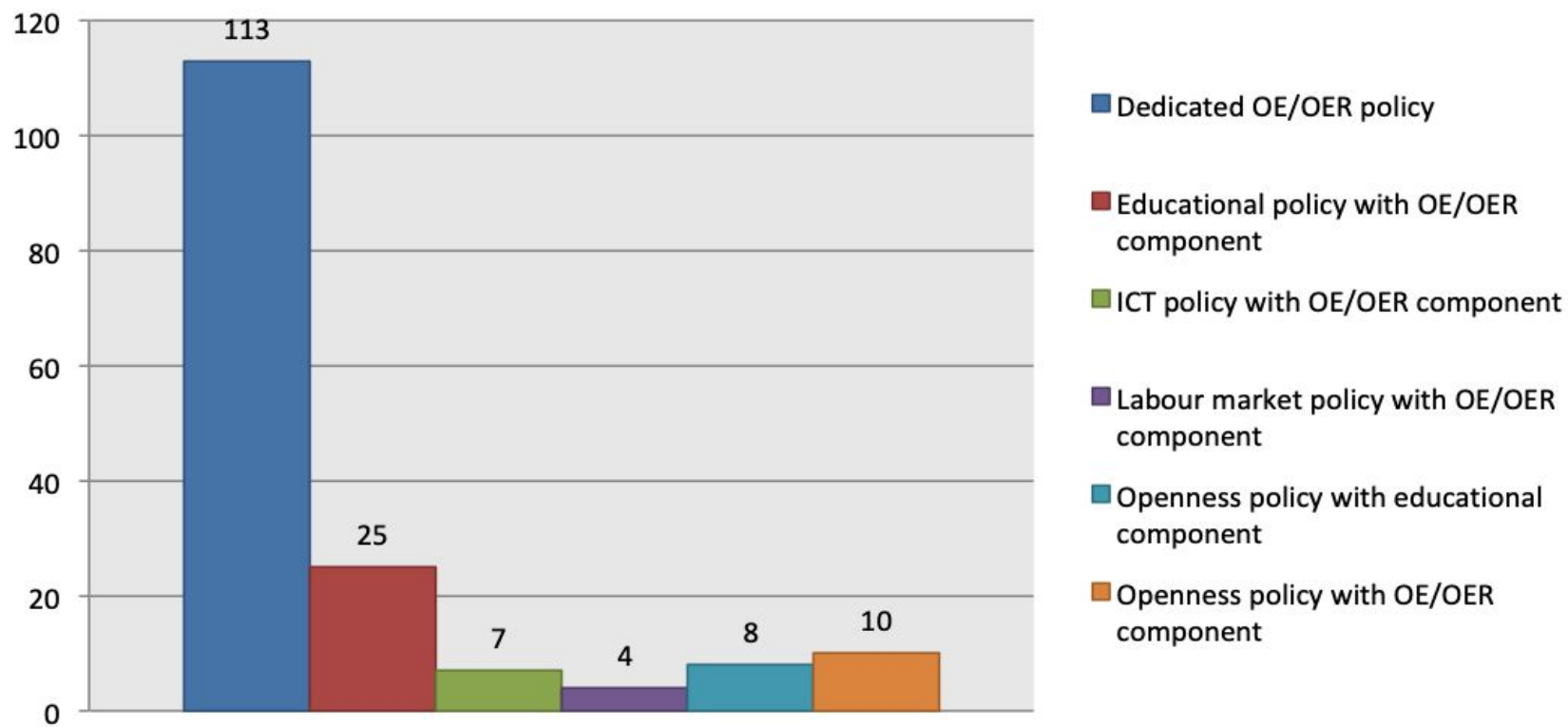
Policy type



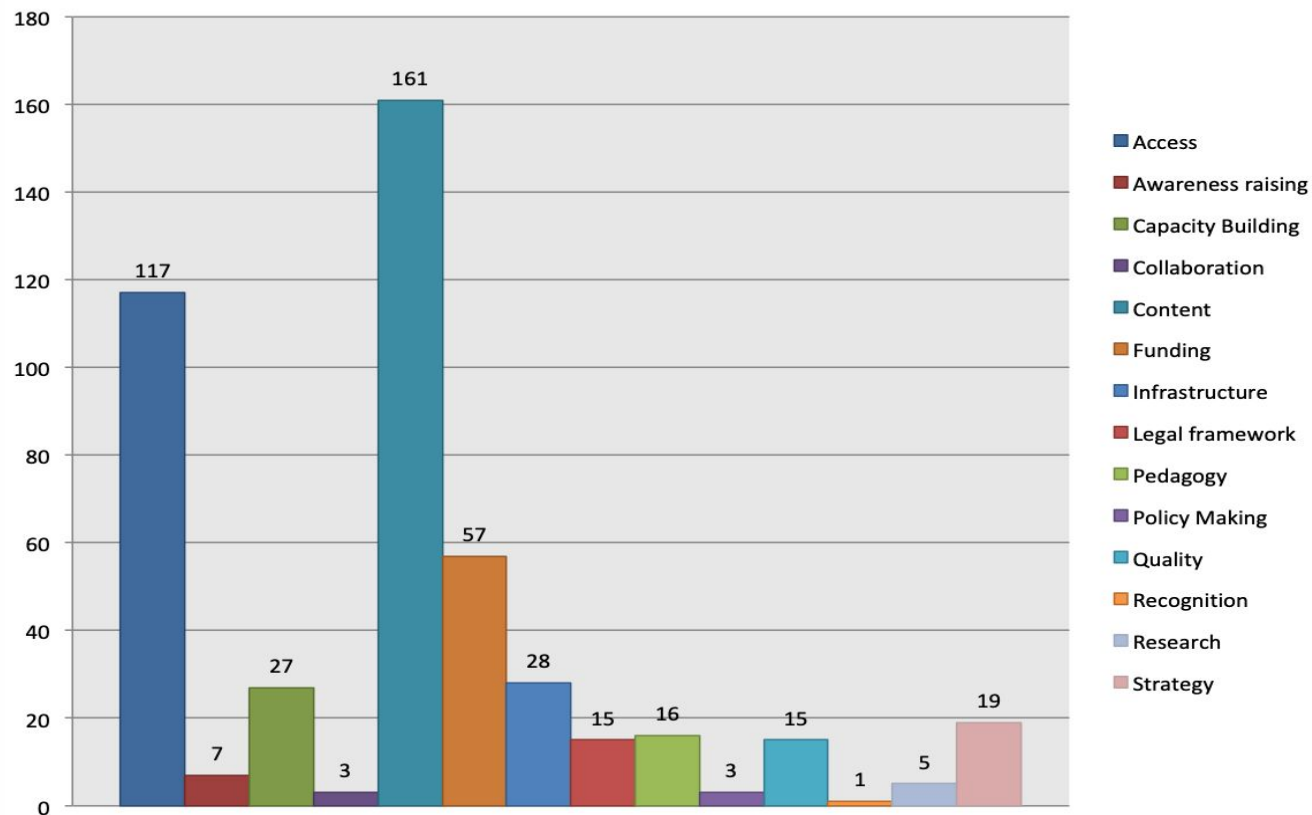
Policy Level



Policy Scope



Policies by focus



Next steps

- Engage with anyone interested in learning more about OE policy making and provide them with the support they need
- Build a largest database of policies for people to explore and research using the registry
- Promote a benchlearning approach to foster the development and update of OE policies
- Conduct research to produce guidelines and good practices in OE policy making

*Questions, comments, policies, suggestions,
counter-arguments, sympathies gratefully received...*

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